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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) spelling; (2) the effect of orientation instructions using a terminal value as an extrinsic motivator of listening comprehension; (3) a schematic method for teaching meaning vocabulary; (4) curriculum development in one community college English department from 1973 to 1981; (5) the relationship between communicative competence and perceived confirmation in second and third grade children; (6) oral communication apprehension and its relationship to language achievement and attitudes toward the language arts among sixth grade children; (7) basic communication skills for the year 2,000 as projected by English educators, communication specialists, and futurists; and (8) the effects of an experimental program in listening. (FL)

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Anderson, Kristine Florence
SPELLING ERRORS AND STRATEGIES OF
COLLEGE STUDENTS WHO ARE GOOD
READERS/GOOD SPELLERS AND POOR
READERS/POOR SPELLERS ON FOUR
COMPLEX WORD PATTERNS

Barnes, William Graham Wright
THE DEVELOPMENTAL ACQUISITION OF
SILENT LETTERS AND ORTHOGRAPHIC
IMAGES IN ENGLISH SPELLING

Bouvier, Jeffrey Andre
ANALYSIS OF BASIC COMMUNICATION
SKILLS FOR THE YEAR 2000 AS PRO-
JECTED BY ENGLISH EDUCATORS,
COMMUNICATION SPECIALISTS AND
FUTURISTS

Clipson, Timothy Wayne
THE EFFECT OF ORIENTATION IN-
STRUCTIONS USING A TERMINAL
VALUE AS AN EXTRINSIC MOTIVATOR
ON LISTENING COMPREHENSION

Daughtry, Jolyne Shields
AN ANALYSIS OF SELECTED CHARAC-
TERISTICS IN HIGH SCHOOL ENGLISH
LANGUAGE TEXTBOOKS: 1960-1980

Eidson, Elizabeth Jackson
A SCHEMATIC METHOD FOR TEACHING
MEANING VOCABULARY

Fleming, Nancy Claire
AN AUDIO-VISUAL-KINESTHETIC SYS-
TEM AND A SPELLING-TEXT SYSTEM
OF SPELLING INSTRUCTION

Ghazi, Tasneema Khatoun
SPELLING ABILITY OF THIRD GRADE
AND FIFTH GRADE PUPILS ENROLLED
IN INTENSIVE PHONICS AND ECLECTIC
INSTRUCTIONAL PROGRAMS

McNaughton, Marilyn Hurst
A CORRELATIONAL STUDY OF SPELLING
ACHIEVEMENT BETWEEN THE WIDE RANGE
ACHIEVEMENT TEST AND TWO FORMS OF
THE READING SPELLING VOCABULARY
PROFICIENCY TEST AMONG SUBJECTS IN
GRADES TWO THROUGH FOURTEEN

McNelis, Barbara Ann King
EFFECTS OF SPELLING STRATEGIES,
DERIVED FROM HEMISPHERIC PROCESSING
PATTERNS, ON WRITTEN SPELLING
PERFORMANCE

Polnac, Lenn's Ray
A CASE STUDY OF CURRICULUM
DEVELOPMENT IN A COMMUNITY COLLEGE
ENGLISH DEPARTMENT: 1973-1981

Salisbury, Barbara T.
A DESCRIPTIVE ANALYSIS OF TEACHING/
LEARNING BEHAVIORS IN CREATIVE DRAMA
IN AN ELEMENTARY CLASSROOM TAUGHT
BY A DRAMA SPECIALIST

Shearer, Helen Margaret
WRITE SPELLING: A SPELLING STRATEGY

Sperhac, Elaine Misklow
THE RELATIONSHIP BETWEEN COMMUNICA-
TIVE COMPETENCE AND PERCEIVED
CONFIRMATION IN SECOND AND THIRD
GRADE CHILDREN

Strege, Maxine G.
USEFUL SPELLING: A RESEARCH BASED
PROGRAM FOR SECONDARY SCHOOLS

Thom, Tuth Violet
ORAL COMMUNICATION APPREHENSION AND
ITS RELATIONSHIP TO LANGUAGE ACHIEVE-
MENT AND ATTITUDES TOWARD THE
LANGUAGE ARTS AMONG SIXTH GRADE
STUDENTS

Wohl, Philip Richard
THE EFFECTS OF AN EXPERIMENTAL
PROGRAM IN LISTENING

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SPELLING ERRORS AND STRATEGIES OF COLLEGE STUDENTS WHO ARE GOOD READERS/GOOD SPELLERS AND POOR READERS/POOR SPELLERS ON FOUR COMPLEX WORD PATTERNS

Order No. DA8304825

ANDERSON, KRISTINE FLORENCE, Ph.D. *Georgia State University - College of Education*, 1982. 154pp.

Purpose. The purpose of this study was to examine the number and types of spelling errors and strategies made by college students who are good readers/good spellers and college students who are poor readers/poor spellers when spelling four complex word patterns which occur more frequently in print than in everyday discourse. The four patterns included the following: vowel reduction, vowel alternation, consonant alternation, and consonant alternation from silent to articulated.

Methods and Procedures. There were 25 subjects in the good readers/good spellers group and 25 subjects in the poor readers/poor spellers group. After all subjects were given a taped test of the experimental items, misspelled words were tabulated and classified as phonetic or nonphonetic errors. An independent samples *t* test was performed to determine if there was a significant difference in the number and types of errors made by each group.

Results. The results from the analysis indicated that there was a significant difference in the number of phonetic errors made by the good readers/good spellers group and the number of phonetic errors made by the poor readers/poor spellers group in the vowel reduction category at the .01 level of probability. There was also a significant difference in the number of nonphonetic errors made by the two groups in the following categories: vowel reduction, consonant alternation, and consonant alternation from a silent to articulated consonant.

Conclusions. The number and type of errors college students made on four complex word patterns appearing more frequently in print than in everyday oral discourse seems to be a function of their reading ability and experience with print as well as their understanding of the underlying regularity of the orthographic system. The classification and distribution of the errors suggests that there was also a difference in the variety and effectiveness of the strategies employed by the two groups.

THE DEVELOPMENTAL ACQUISITION OF SILENT LETTERS AND ORTHOGRAPHIC IMAGES IN ENGLISH SPELLING

Order No. DA8228593

BARNES, WILLIAM GRAHAM WRIGHT, Ph.D. *University of Virginia*, 1982. 133pp.

There were two purposes for this study: (1) to determine how children spell words with silent letters according to spelling strategy, and (2) to explain how children acquire and use orthographic images in learning to spell words conventionally.

Three lists of words, employed for three different reading levels of children in kindergarten to second grade, were used for word recognition, letter judgment, word recall, an omitted letter spelling task, and a spelling sample. Frequency counts of silent letters were tabulated by phonetic category according to a Preliterate, Phonetic, or Transitional spelling strategy. A one way analysis of variance with repeated measurements was performed on the means of the three recall types of grade level. A partial correlation between spelling strategy and word recall type was also calculated.

The findings demonstrated that only at the Phonetic spelling stage did children regularly begin to write silent letters in their invented spellings. Transitional spellers confidently use most silent letter types and have learned the conventional spellings of words with produced sounds.

At all three grade levels, sounded letter recalls were more numerous than silent or produced letter recalls. The results of the analysis of variance indicated that the difference between the means were significant for the two lowest groups, grades kindergarten and one ($p < .05$) and grade one ($p < .01$). The means of the recall types were not significantly different for the second graders in the sample.

The partial correlation revealed that spelling strategy and the three recall types were significantly correlated.

It was concluded from these findings that the level of a child's word knowledge contributed measurably to the ability to spell words with silent letters and produced letter sounds. By the Transitional stage of spelling, orthographic images, it is suggested, are modified by encounters with words and, in one task, could assist with recalls from silent letter prompts.

ANALYSIS OF BASIC COMMUNICATION SKILLS FOR THE YEAR 2000 AS PROJECTED BY ENGLISH EDUCATORS, COMMUNICATION SPECIALISTS AND FUTURISTS

Order No. DA8306987

BOLVIER, JEFFREY ANDRE, Ph.D. *The University of Connecticut*, 1982. 197pp.

Some English educators have written that children are being prepared to communicate in a world of print media even though they are being reared in an environment of audio-visual electronics. Computer-aided instruction, video tape, records, and video discs are available to teachers of communication skills but currently they are being put to little use. The identification of communication skills for A.D. 2000 will help English educators prepare students for the twenty-first century which they will inherit.

A modification of the Delphi technique was used to arrive at a consensus of what will constitute "basic" communication skills for A.D. 2000. This discussion of the question of future communication skills urged a panel of experts toward a convergence of opinion which would help English teachers to modify the curriculum so that pupils will be able to better communicate in the future.

Three groups of experts empaneled this survey: an English educator panel made up of members of the Conference on English Education of the NCTE, communication specialists who are members of the International Communication Association; and active members of the World Future Society who are currently teaching college courses in futuristics. Fifty-three experts remained in the survey throughout its three rounds.

The data from the Round Three questionnaire were subjected to a test of standard deviation and the mean and median scores were computed to ascertain the degree to which the panels agreed on the basic nature of the skills suggested on the first two rounds. The study concluded that there is a significant agreement among the panels in the perception of what will constitute basic communication skills in A.D. 2000. The English educators agree on the basic nature of seven communication skills; communication specialists reached consensus that eight skills would be basic; the futurists agreed on only one skill's basic importance: to be able to use a telephone, a skill which was considered essential by the other two panels as well. In addition, the study includes recommendations for further research in the area of the "basics," their definition and enumeration.

THE EFFECT OF ORIENTATION INSTRUCTIONS USING A TERMINAL VALUE AS AN EXTRINSIC MOTIVATOR ON LISTENING COMPREHENSION

Order No. DA8300145

CLIPSON, TIMOTHY WAYNE, Ed.D. *Oklahoma State University*, 1982. 134pp.

Scope and Method of Study. This study sought to determine the effect a sender could have on the listening comprehension of a receiver by using orientation instructions as extrinsic motivators. These instructions were designed to relate to a terminal value (salvation) previously ranked important by the receiver.

Four classes of Organizational Communication at Oklahoma State University, Spring, 1981, were used as subjects. All subjects completed a value survey. Two of the classes were presented the orientation instructions. The other classes listened to the taped message without the orientation instructions. All subjects completed a listening comprehension test (Cloze procedure).

The data were analyzed with a *F*-max test, an ANOVA CRF-22, and an omega squared test.

Findings and Conclusions. There were three major findings: (1) There was not a significant difference between subjects who ranked the terminal value high, or low and listening comprehension (.05 level); and, (2) There was a significant difference in listening comprehension between those receiving orientation instructions and those not receiving orientation instructions (.05 level); and, (3) There was a significant difference between those ranking salvation high with orientation instructions and those ranking salvations (.05 level). Those receiving orientation instructions scored significantly better on listening comprehension.

These findings led to the major conclusion that orientation instructions can be designed to improve the listening comprehension of the receiver.

AN ANALYSIS OF SELECTED CHARACTERISTICS IN HIGH SCHOOL ENGLISH LANGUAGE TEXTBOOKS: 1960-1980

Order No. DA8228653

DAUGHTRY, JOLYNE SHIELDS, Ed.D. *University of Virginia*, 1981. 133pp.

The purpose of this study was to analyze leading high school English language textbooks from 1960 to 1980 in terms of selected characteristics relevant to their scope, emphases, and organization. The characteristics were selected on the basis of their relevance to curricular issues discussed by English educators over the past 30 years. The textbooks were analyzed to determine to what degree, if at all, they emphasized the following areas of language study: reading skills, writing skills, listening skills, speaking skills, standard usage and writing mechanics, language structure, language history, semantics, and nonprint mass media. The textbooks were also analyzed to determine to what degree, if at all, they exhibited the following organizational features: thematic subdivisions, subdivisions which integrate the language skills of reading, writing, listening, and speaking, and subdivisions which require group activity.

The nine textbook series analyzed were the leading series in use in grades 9 through 12 in the school years 1959-1960, 1969-1970, and 1979-1980 according to selected publishers. Five procedures were used to analyze these textbook series. Each procedure involved categorization of textbook content. In the first procedure, the smallest textbook subdivisions were categorized by topic (the topic categories being the areas of language study cited above plus a category, "other"). In the second procedure, textbook exercises were categorized by the type of response they required (the response categories being responses associated with the areas of language study previously cited plus a category, "other"). In the third, fourth, and fifth procedures, the largest subdivisions in the textbooks were categorized as either exhibiting or not exhibiting each of the organizational features seriously cited.

This study found that all of the nine areas of language study were treated to some extent in all of the textbook series in terms of either page coverage or exercises. Among all series, the mean percentage of page coverage per series of the nine areas was as follows: standard usage and writing mechanics (36%), writing skills (23%), language structure (16%), semantics (6%), speaking skills (4%), listening skills (2%), reading skills (1%), language history (1%), and nonprint mass media (less than 1%). . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

A SCHEMATIC METHOD FOR TEACHING MEANING VOCABULARY

Order No. DA8308170

EDSON, ELIZABETH JACKSON, Ph.D. *University of Georgia*, 1982. 123pp. Director: Ira E. Aaron

The purpose of this study was to investigate the effectiveness of a method of teaching meaning vocabulary based on principles of concept development. Materials were designed and written to provide schemata for vocabulary words, thereby making the meaning of the new words relatable in a nonarbitrary manner to the learner's existing cognitive structure. Each set of schematic treatment materials consisted of an explanation of the meaning of each of five words, an expository passage using the five words, an explanation of the usage of each word within the syntax of the English language, and instructions for writing good sentences. Control materials were identical to the schematic materials except that portions of dictionary entries were used instead of the schematic explanations of meaning and syntax.

In April, 1982, seventh-grade students in Douglas County, Georgia, were pretested to ascertain their ability to give synonyms for 45 difficult words taken from the four treatment passages. Those students who gave fewer than seven correct responses were eliminated from the study. Remaining subjects were classified as average or above-average and randomly assigned to one of four treatment groups. All treatments were individualized, requiring silent reading and written responses. The posttest required subjects to write a sentence and a synonym for each of the 20 target words.

Data were analyzed by a stepwise multiple regression procedure and by Pearson product-moment correlations. The regression analysis showed the pretest score to be the best predictor of performance on the posttest, supporting the importance of prior knowledge in meaningful verbal learning. The interaction between the two aspects of the treatment also showed statistical significance in

this analysis. Neither treatment component, taken separately, made a significant contribution to posttest performance. All correlations among pretest scores, standardized vocabulary test scores, and posttest scores were highly significant. Qualitative analysis of responses showed students' ability to write sentences to be an important factor in posttest performance.

AN AUDIO-VISUAL-KINESTHETIC SYSTEM AND A SPELLING-TEXT SYSTEM OF SPELLING INSTRUCTION

Order No. DA8229216

FLEMING, NANCY CLAIRE, Ed.D. *Northern Illinois University*, 1982. 177pp. Director: Nancy M. Vidral

This study compared the effectiveness of two systems of spelling instruction for eighty-one third grade students in two schools in a small midwestern city; the same comparison was made when the same students were subdivided into below-median and above-median categories on a spelling placement test. For five weeks one randomly assigned classroom per school was instructed first through an audio-visual-kinesthetic (A-V-K) system while another classroom per school was instructed first through a spelling text (S-T) system. Each classroom was then instructed through the opposite system. Word lists were identical for both systems.

It was hypothesized that there was no significant difference between systems on weekly spelling tests and on delayed-recall tests. Also investigated were relationships between placement and system, and between order of treatment, system, and spelling placement.

A-V-K System students pronounced, viewed, and finger traced words in unison using alphabet cards to form the words in front of them, then wrote words from memory. Words were introduced using an overhead projector. S-T System students were administered a weekly spelling pretest. Spelling text pages emphasizing phonological and morphological regularities were teacher guided.

SPELLING ABILITY OF THIRD GRADE AND FIFTH GRADE PUPILS ENROLLED IN INTENSIVE PHONICS AND ECLECTIC INSTRUCTIONAL PROGRAMS

Order No. DA8301931

GHAZI, TASNEEMA KHATOON, Ph.D. *University of Minnesota*, 1982. 146pp.

The purpose of the research was to compare the spelling achievement of third and fifth grade children who were taught to read and spell by means of programs which could be described as intensive phonics and eclectic in nature. The study further investigated whether or not there were significant differences in the spelling achievement of those two groups of children on regularly-spelled and irregularly-spelled words of the spelling test. The research was further designed to determine whether or not sex differences existed in the spelling achievement of subjects from two school districts.

The target population consisted of third and fifth grade pupils from two school districts within the Chicago Board of Education.

Two different spelling tests, one for each grade level, were devised. The tests included both regularly-spelled and irregularly-spelled words. The spelling scores of third and fifth grade subjects from the two programs were compared by means of an analysis of covariance.

No significant differences were found between the spelling error scores of third grade subjects from the two districts on the spelling test. However, significant differences were found between the number of errors made by the fifth graders from the two school districts on the spelling test, where fifth grade pupils who received intensive phonics instruction made fewer errors than children who were taught with an eclectic approach.

All four groups of subjects performed significantly better on the regular words than on the irregular words of the spelling test. Female third and fifth graders from both school districts made significantly fewer errors than male subjects.

The author concluded that a phonic approach to instruction in reading and spelling is positively associated with overall spelling achievement of fifth grade pupils. Regular words of the lexicon present less difficulty to children than irregular words regardless of method of instruction. Female subjects are better spellers than male subjects at each grade level.

A CORRELATIONAL STUDY OF SPELLING ACHIEVEMENT BETWEEN THE WIDE RANGE ACHIEVEMENT TEST AND TWO FORMS OF THE READING SPELLING VOCABULARY PROFICIENCY TEST AMONG SUBJECTS IN GRADES TWO THROUGH FOURTEEN

Order No. DAB307021

McNAUGHTON, MARYLYN HURST, Ed.D. *University of Houston*, 1982. 307np.

Introduction. In 1978 Stetson used 14 previously compiled word frequency studies to assimilate a list of the 900 most frequently used words in speech, in print, and in writing. It is called the *READING SPELLING VOCABULARY PROGRAM (RSVP)*. From the 900-word RSVP, two equivalent forms (120 words each) of a placement test known as the *READING SPELLING VOCABULARY PROFICIENCY TEST (RSVPT - Forms A and B)* were created.

White (1980) correlated the two forms of the RSVPT with the reading subtest of the *Wide Range Achievement Test (WRAT)*; however, no research was available on the RSVPT as a test of written spelling.

The Problem and Rationale. The purpose of the study was to compare the two forms of the RSVPT with the spelling subtest of the WRAT. Because most authorities agree that written spelling is the most accurate measure of spelling achievement (Weller & Broom, 1934; Nelson & Denny, 1936; et al), it was felt that validating the RSVPT would not only provide another test of written spelling, of which there are few, but provide teachers with an instrument that could estimate where spelling instruction should begin in a high frequency word list.

Procedures and Data Analysis. A total of 1,371 students enrolled in grades two through fourteen took a written dictated test on both forms of the RSVPT and the spelling subtest of the WRAT. A Pearson Product Moment Correlation was used to compare the scores on the three instruments. In addition, the Spearman Rank Order Correlation was used to compare the rank order of difficulty between the RSVPT when tested for reading (White, 1980) and when tested for written spelling.

Findings. The reliability and validity of the RSVPT was established for written spelling ($p < .001$) while the rank order of difficulty between reading and written spelling on both forms of the RSVPT was questionable.

EFFECTS OF SPELLING STRATEGIES, DERIVED FROM HEMISPHERIC PROCESSING PATTERNS, ON WRITTEN SPELLING PERFORMANCE

Order No. DAB308480

McNELIS, BARBARA ANN KING, Ph.D. *Fordham University*, 1983. 100pp. Mentor: Bonnie L. Ballif

It was the purpose of the present study to develop effective spelling instructional strategies based on research in hemispheric processing patterns. Specifically, the instructional designs incorporated three basic features characteristic of right hemispheric, or non-verbal processing: visual imagery, bimanual involvement, and attention to word shape. These methods were developed to examine their effects on learning how to spell irregular, sight words. Effective adaptation of the cerebral research to public school education, as well as effective instructional methods for spelling irregular, sight words had not been demonstrated.

Subjects consisted of fifty seventh-grade junior high school students in an urban school environment. The subjects were randomly selected from the entire seventh-grade student body not receiving special education of any form. Subjects were then randomly assigned to four treatment groups and one control group with ten subjects in each.

The treatment groups consisted of four different instructional techniques based on non-verbal hemispheric processing. One was a tri-skill strategy using all three features mentioned earlier. The other three strategies each trained a single feature from the tri-skill strategy: one taught the words through visual imagery, another through drawing of the word shapes, and the last by writing the words with one hand one week and the other hand the next week. It should be noted that in this hand manipulation strategy, the non-writing hand was always manipulating, simultaneously, large wooden beads.

The ANOVAs computed on the pretest measures revealed that there were no significant differences in written irregular spelling ability prior to the intervention period. The ANOVA computed on the posttest raw score mean revealed a significant *F*-ratio ($p = < .05$).

Post-hoc comparisons indicated that the tri-skill and hand manipulation strategy yielded significantly different means compared to control group.

Several instructional techniques were developed for learning to spell irregular sight words. Based on these results it was concluded that research in hemispheric processing can be effectively adapted to design instructional strategies that facilitate learning in the public school setting. Right hemispheric, or non-verbal processing was specifically effective in realizing significant learning gains for these types of spelling words.

A CASE STUDY OF CURRICULUM DEVELOPMENT IN A COMMUNITY COLLEGE ENGLISH DEPARTMENT: 1973-1981

Order No. DAB227709

POLNAC, LENNIS RAY, Ph.D. *The University of Texas at Austin*, 1982. 233pp. Supervisor: Charles R. Kline

The purpose of this study was to identify and analyze the forces that affected the development of the curriculum and the instructional methodology in the English Department of a single community college during the first eight years of its existence. It was hoped that such information would add to the understanding of how and why curricula in general change, especially community college curricula; how English curricula change; and specifically, how community college English curricula change.

Data for the study came from a variety of sources: the writer's observations of the institution, documents relating to the operation of the college and interviews with key personnel.

The study showed how the interaction among a variety of influences works to shape a curriculum. Three groups of influences were analyzed: those arising from philosophy and theory, those arising from the nature of the community college and those arising from the organization. The most important influences from philosophy and theory were the principles of individualized instruction and the rhetorical theories of James Kinneavy. The influences arising from the nature of the community college were the nature of the student population, size, the transfer curriculum, the vocational curriculum and the developmental curriculum. Sources of influence within the organization were the Board of Trustees, the administration and the faculty.

The study showed that, although all forces have some influence and are constantly interacting, the force that galvanized these various influences was the faculty's perceptions of the needs of the students.

A DESCRIPTIVE ANALYSIS OF THE TEACHING/LEARNING BEHAVIORS IN CREATIVE DRAMA IN AN ELEMENTARY CLASSROOM TAUGHT BY A DRAMA SPECIALIST

Order No. DAB304412

SALISBURY, BARBARA T., Ph.D. *University of Washington*, 1982. 343pp. Chairperson: Professor Dianne L. Monson

The study examined behaviors in creative drama in an elementary classroom in order to identify some instructional methods important to teaching and learning. The three goals were (1) to identify and analyze emerging substantive concerns, (2) to analyze the quality and quantity of teaching/learning time, and (3) to examine the teaching behavior of a person who has had a significant career in drama with children, Geraldine B. Sika.

The methodology employed was qualitative research. Data were obtained from the following sources: field notes, videotape recordings, a journal and lesson plans, interviews, post-tests, an avoidant-adjacent involvement scale, and a dyadic interaction coding system.

The analysis focused on an accrual of learning model based on factors of continuity and modeling behavior. From the children's point of view, learning seemed to occur when they participated in "pay-off activities" having the characteristics of (1) a valid purpose from the students' view, (2) an observable and easily followed structure, (3) a required personal investment, and (4) the opportunity to share performance with others. The teacher's use of scripts was described according to rationale, choice of scripts, structure of sessions, casting, learning lines, sustaining interest and directing. The use of scripts reinforced the accrual of learning model.

The quality and quantity of teaching/learning time was analyzed within four categories: grouping, objectives, talk and structural framework. In each category several focused questions were

addressed relating the issue to the involvement of the children and to the accrual of learning.

The teaching behaviors of Mrs. Siks were reflected throughout the study. Three main behaviors were noted: (1) sensitivity and respect toward the children, (2) knowledge of and respect for the subject, and (3) awareness and knowledge of the teaching process.

WRITE SPELLING: A SPELLING STRATEGY

Order No. DA8310255

SHEARER, HELEN MARGARET, Ph.D. *Hofstra University*, 1982. 113pp.

The specific purpose of this investigation was to teach spelling to students utilizing a form of the corrected-test (corrected composition) method and to compare this to a plan that involved workbook activities.

Thirty-eight first graders were taught spelling in this investigation. Half the subjects wrote spelling words three times each, wrote words in sentences, did spelling workbook activities involving phonics and word patterns, and played spelling games. The other half were taught spelling by correcting compositions written in school. This involved teacher directed study of spelling using grapheme-phoneme correspondence, word discrimination and word patterns. Both groups also studied words in list form.

Testing included a group intelligence test, and pre and post-tests of a phonetic inventory and a standardized spelling test. Pre and post informal spelling tests were given each week for five weeks with words in isolation and dictation.

T-tests were employed to analyze the results with significance set at the .05 level or beyond.

Analysis of the data revealed the following: (1) There was no significant difference between the two groups in chronological age, race, sex, IQ, phonic knowledge and spelling achievement at the start of the experiment. (2) The fifty-one words taught to the corrected composition group included fifteen multisyllabic words and seventeen words that had irregular spellings. The fifty-one words taught to the workbook activities group were all monosyllables and five had irregular spellings. There were four words the same on the two lists. (3) The students in the corrected composition group who were in the top 30 percent in phonic knowledge were significantly better in spelling pre-test words in isolation and dictation than the bottom 30 percent. However, the bottom 30 percent made greater gains in spelling. (4) The students in the workbook activities group who were in the top and bottom 30 percent in phonic knowledge were not significantly different in spelling pre-test words in isolation and dictation and did not make significantly different gains in spelling words. (5) The students who used the corrected composition strategy made significantly greater gains than the workbook activities group in: spelling on the standardized achievement test, knowledge of phonics, and spelling words in isolation and dictation.

THE RELATIONSHIP BETWEEN COMMUNICATIVE COMPETENCE AND PERCEIVED CONFIRMATION IN SECOND AND THIRD GRADE CHILDREN

Order No. DA8229134

SPEERHAC, ARLENE MISKLOW, Ph.D. *University of Denver*, 1982. 122pp.

This study was undertaken to investigate the relationship of communicative competence to perceived confirmation in second and third grade children. While communicative competence has been an area of study, it has not been considered in relation to an outcome, or function, of communication. The outcome considered was confirmation. Communicative competence was determined by the use of the quantity maxim of Grice's Cooperative Principle which is the basis for the listener's use of conversational implicature, a central process in natural language comprehension and an important component of general communicative competence. Confirmation is a process through which people are acknowledged, endorsed, and recognized by others.

It was hypothesized that children who demonstrated communicative competence through the use of more interpretive strategies were perceived as more confirming by their peers than those who did not.

Two instruments were used to test the sample of 111 second and third grade children. The first instrument, which measured communicative competence, required that a child communicate attributes of a selected stimulus as well as choose a single stimulus

from a given array. To measure confirmation, the subjects were paired randomly to engage in a discussion, after which each subject rated the partner on the Perceived Confirmation Inventory which was revised for children.

Using t tests with the competent and not competent groups, no significance was found when testing the hypothesis. When the subjects were separated by grade, however, in the first trial, the third grade children who were communicatively competent differed from the not competent third graders on confirmation ratings at $p = .052$. The majority of the sample were in the second grade and did not vary much in the confirmation ratings of their peers. Suggestions for further study included refinement of the measurements and the use of older children to replicate the study. The concept of communicative competence, a trait, was not linked to confirmation, a function of communication.

USEFUL SPELLING: A RESEARCH BASED PROGRAM FOR SECONDARY SCHOOLS

Order No. DA8229979

STAGE, MAXINE G., Ph.D. *The University of Iowa*, 1982. 409pp.

Supervisor: Professor Bradley M. Loomer

In a major nationwide research study reported in *The New Iowa Spelling Scale* by Greene and Loomer (1977), researchers determined the accuracies of 5,507 words of high social usefulness by testing approximately 230,000 students in grades two through eight in 645 United States school districts.

This study was designed to create a secondary spelling program with a computer program capable of performing word list development.

The following major procedures were followed: (1) The 5,507 words within *The New Iowa Spelling Scale* were placed into the Prime computer. (2) Word lists for grades nine through twelve were made into three columns. They were: (1) High Performance; (2) Average Performance; (3) Low Performance. (a) The high performance list of words for grade nine included words that 50-69 percent of the sixth graders could spell. The average performance list contained words that 40-59 percent of the seventh graders could spell. The low performance list contained words that 30-49 percent of the eighth graders could spell. (b) The high performance list for grade ten contained words that 40-59 percent of the sixth graders could spell. The average performance list contained words that 30-49 percent of the seventh graders could spell. The low performance list involved words that 20-39 percent of the eighth graders could spell. (c) The high performance list of words for grade eleven included words that 30-49 percent of the sixth graders could spell. The average performance list had words that 20-39 percent of the seventh graders could spell. The low performance list included words that 10-29 percent of the eighth graders could spell. (d) The high performance list of words for grade twelve included words that 20-39 percent of the sixth graders could spell. The average performance list involved words that 10-29 percent of the seventh graders could spell. The low performance list contained words that 1-19 percent of the eighth graders could spell. (3) The words contained in *The New Iowa Spelling Scale* were selected because the 5,507 words represent 99 percent of adult writing needs.

ORAL COMMUNICATION APPREHENSION AND ITS RELATIONSHIP TO LANGUAGE ACHIEVEMENT AND ATTITUDES TOWARD THE LANGUAGE ARTS AMONG SIXTH GRADE STUDENTS

Order No. DA8308776

THOM, RUTH VIOLET, Ph.D. *University of Maryland*, 1982. 219pp.
Supervisor: Dr. Jessie Roderick

This study examined the occurrence of oral communication apprehension (OCA) among 547 sixth grade students in two Maryland schools. The focus was on the relationship between OCA and language achievement, as well as attitudes towards the language arts including sex differences.

The Personal Report of Communication Fear Scale (McCroskey, 1977) was administered to categorize the subjects into five OCA

levels--Low, Moderately Low, Moderate, Moderately High, and High. The scores gained on the *Iowa Test of Basic Skills - Language Subtest* were used to assess students' levels of language achievement, and their attitudes toward the language arts were measured by their scores on the *Attitudes Toward the Language Arts Scale* (Arlin-Hills).

Frequencies and percentages were computed for estimating differences in the occurrence of oral communication apprehension among the groups and sexes while Chi-square analysis was used for testing significance of sex differences. Two-way ANOVA and Scheffé test for testing significance of sex differences in language achievement and attitudes to the language arts, as well as one-way ANOVA and intercorrelations of the scores of the *PRCF* and the two other measures were done to assess relationships between these variables.

The following were the findings: (1) The High OCA group consisted of 15 percent of the sample, the Low 16 percent and the three combined Moderate OCA groups 69 percent. (2) Sex differences in the occurrence of OCA at each level were of no statistical significance, but slightly more girls than boys were highly apprehensive about oral communication. (3) The Low and Moderate OCA girls' groups scored significantly higher in language achievement than boys in these groups. (4) Sex differences in attitudes toward the language arts were not significant. (5) There was a relationship between OCA and language achievement indicated by a statistically significant difference among the five group means and the high apprehensives scored below the sample mean, while the low apprehensives scored above. (6) There was no relationship between OCA and attitudes towards the language arts as there was no statistically significant difference among the five OCA group means for the attitude scale.

THE EFFECTS OF AN EXPERIMENTAL PROGRAM IN LISTENING

Order No. DA8229645

WOHL, PHILIP RICHARD, Ed.D. *Arizona State University*, 1982. 134pp.

An investigation of existing listening literature yielded few studies of listening attitudes. Two attitudinal instruments, a 63-item questionnaire for 18 teachers and a 31-item questionnaire for their 429 students, were developed for the purpose of measuring 10 listening-related variables. The 10 listening-related variables were grouped within the categories of (a) interpretations of the word *listen*, (b) personally perceived listening behaviors, and (c) teacher attitudes regarding listening instruction. A 6-hour inservice instructional listening program developed to help teachers enhance classroom listening skills served as an experimental treatment. A randomized pretest-posttest control group experimental design was utilized. Ten null hypotheses were statistically tested through the use of univariate analysis of variance *F* ratios at the .05 level of significance. All 10 research hypotheses failed to be rejected, indicating that none of the 10 listening-related variables was significantly affected by the experimental treatment. In addition to analyses of separate pretest and posttest data, analyses of individual questionnaire items and pretest-posttest within-group change were made using *F* ratios and *t* tests.

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